



## SAMPLE COURSE OUTLINE

---

**MODERN HISTORY**  
**ATAR YEAR 11**

**UNIT 2 – ELECTIVE 4: THE CIVIL RIGHTS MOVEMENT IN THE USA**

---

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the SCSA) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The SCSA acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Copyright**

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### Modern History – ATAR Year 11

#### Unit 2 – Elective 4 – The civil rights movement in the USA

This outline is based on the elective: the civil rights movement in the USA

Week	Key teaching points
1	<p>The Historical Skills are intrinsic to the teaching of this Unit.</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit: economic, external activity/international relations, ideas, leadership, political, social/cultural.</p> <p>The circumstances of African Americans in the USA at the turn of the 20<sup>th</sup> century including:</p> <ul style="list-style-type: none"> <li>• the legacy of the Civil War</li> <li>• the limitation of voting rights</li> <li>• the extent of segregation</li> <li>• the various forms of discrimination.</li> </ul>
2–4	<p>The formation and role of groups supporting civil rights and their ideas for change, for example:</p> <ul style="list-style-type: none"> <li>• the National Association for the Advancement of Coloured Peoples (NAACP) in 1909</li> <li>• the Congress of Racial Equality (CORE) in 1941.</li> </ul> <p>The significance of key events in bringing about social and political change including:</p> <ul style="list-style-type: none"> <li>• the role of African Americans in World War II.</li> </ul> <p>The attitudes of presidents, for example, Franklin D Roosevelt.</p>
5–6	<p>The formation and role of groups supporting civil rights and their ideas for change, for example:</p> <ul style="list-style-type: none"> <li>• the Regional Council of Negro Leadership (RCNL) in 1951</li> <li>• the Southern Christian Leadership Conference (SCLC) in 1957.</li> </ul> <p>The significance of legislative change nationally including:</p> <ul style="list-style-type: none"> <li>• the United States Supreme Court decision in <i>Brown v. Board of Education</i> (1954).</li> </ul>
7–10	<p>The methods employed by civil rights movements in the USA (in the 1950s), including:</p> <ul style="list-style-type: none"> <li>• local and national boycotts</li> <li>• direct action</li> <li>• political agitation (for example, voter registration).</li> </ul> <p>The significance of key events in bringing about social and political change, including:</p> <ul style="list-style-type: none"> <li>• the Montgomery Bus Boycott</li> <li>• the desegregation of Little Rock High School.</li> </ul> <p>The role and significance of individuals in the struggle for civil rights, for example:</p> <ul style="list-style-type: none"> <li>• Rosa Parks</li> <li>• Medgar Evers.</li> </ul> <p>The nature and extent of the opposition to civil rights, with particular reference to:</p> <ul style="list-style-type: none"> <li>• the role of State governments and police authorities</li> <li>• the Ku Klux Klan</li> <li>• White Citizens’ Council.</li> </ul>
11–14	<p>The significance of key events in bringing about social and political change, including:</p> <ul style="list-style-type: none"> <li>• the Freedom Rides</li> <li>• the March on Washington</li> <li>• the ‘Mississippi Freedom Summer’ of 1964.</li> </ul>

Week	Key teaching points
	<p>The methods employed by civil rights movements in the USA (in the 1960s), including:</p> <ul style="list-style-type: none"> <li>• local and national boycotts</li> <li>• direct action</li> <li>• political agitation (for example, voter registration).</li> </ul> <p>The role and significance of individuals in the struggle for civil rights, for example:</p> <ul style="list-style-type: none"> <li>• Martin Luther King Jr</li> <li>• Stokely Carmichael</li> <li>• Malcolm X</li> <li>• Robert Kennedy.</li> </ul> <p>The nature and extent of the opposition to civil rights, with particular reference to:</p> <ul style="list-style-type: none"> <li>• the role of State governments and police authorities</li> <li>• the Ku Klux Klan.</li> </ul> <p>The formation and role of groups supporting civil rights and their ideas for change, for example:</p> <ul style="list-style-type: none"> <li>• the Student Non-violent Coordinating Committee in 1960</li> <li>• the Black Panthers (1960s–1970s).</li> </ul> <p>The attitudes of presidents; for example John F Kennedy and Lyndon B Johnson.</p> <p>The significance of legislative change nationally, including:</p> <ul style="list-style-type: none"> <li>• <i>The Civil Rights Act 1964.</i></li> </ul>
15	The influence of the USA civil rights movement beyond the USA, including Australia.
16	<b>Examination</b>

### Historical Skills

The following skills will be developed during this unit.

#### **Chronology, terms and concepts**

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### **Historical questions and research**

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

#### **Analysis and use of sources**

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

#### **Perspectives and interpretations**

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

#### **Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently